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2020

### Freshman Composition: Early College Initiative

Julianne Davidow  
*CUNY City College*

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**The City College of the City University of New York**  
**Freshman Composition: Early College Initiative**  
**Fall 2020**  
**ONLINE**

**Instructor:** Ms. Julianne Davidow

**Class Schedule:** Monday and Wednesday 12:30-1:45 on Zoom

[jdavidow@ccny.cuny.edu](mailto:jdavidow@ccny.cuny.edu)

**Office Hours:** Monday from 3:30-4:30

**When you email me, please put in the subject line: Last name, first initial. ECI**  
**For example, Smith, J.ECI.**

### **Course Description**

The purpose of this course is to provide further practice with a variety of genres that you'll use throughout your college career and in your professional life. These genres include reflection, analysis, reporting, arguing, and self-assessment. While you likely had experience with these genres in your primary and secondary education, this class will provide you with an opportunity to expand and develop your range. In addition to exploring these genres, we will also develop our research practices to make use of City College's virtual library.

- **This syllabus represents a plan for the semester, but that plan will be changed if the need arises.** As the semester progresses, sometimes we might need to slow down or speed up! I will keep you notified of any and all changes.
- **This is a fully online course, and we will engage both in synchronous and asynchronous learning modalities.**

**This means that we will meet altogether on Zoom, twice a week (see syllabus), and you will also have assignments to complete on your own time.**

- **Blackboard.** This is where you will be able to: See your grades, read announcements that I will post and also send out as emails, and engage in the Discussion Board.
- **There will be three types of assignments on Blackboard:**
  - Discussion board posts
  - Group peer reviews
  - Assignment links
- **Course Website.** <https://writingcraft.commonsgc.cuny.edu>
- **Zoom: the link is in Blackboard under the menu item "Start Here: Course Information."**

**Syllabus, calendar of classes and activities, assignment sheets , study sheets, and videos are posted in the course website, and I will also send links to you with each announcement/email.**

**You will not need to buy any books, but please bring a notebook to every class.**

### **Zoom Meeting Protocols**

Students are expected to attend Zoom meetings. If you cannot attend, you need to email me ahead of time.

We are all part of a learning community. There are my expectations:

- ❖ Cell phones should be silenced and put away.
  - ❖ Be respectful and exhibit professional behavior.
  - ❖ Be awake, alert, and personally, socially, and relationship aware.
  - ❖ During class, we all want to feel safe and to voice our opinions and learn and grow.
  - ❖ Practice active listening and ask questions.
  - ❖ Turn on your videos so we can maintain connection throughout the class. If you find this is impossible, please let me know.
- 
- ✓ We expect your full and safe participation in our online sessions. This means being free from any distractions including driving, the consumption of drugs and/or alcohol, and/or multitasking.
  - ✓ All videos will be recorded. **These videos will be posted on Blackboard** within a few days of our meeting. No one outside of our class will have access to these videos, and they will be deleted by the end of the semester.

### **First-Year Composition Mission Statement**

First-year composition courses at CCNY teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for different purposes and audiences. Since writing is a process of making meaning and communicating, FYC teachers respond mainly to the content of students' writing as well as to recurring surface errors. Students should expect frequent written and oral responses on the content of their writing from their teachers and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants in the online classroom community.

Course Learning Outcomes are the practices that you will be expected to gain expertise in this semester.

### **English 110 Course Learning Outcomes**

- Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.

- Develop strategies for reading, drafting, collaborating, revising, and editing.
- Practice systematic application of citation conventions.
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
- Engage in the collaborative and social aspects of writing processes.
- Understand and use print and digital technologies to address a range of audiences.
- Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
- Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.

- **Course Policies**

#### Plagiarism and Academic Integrity

Plagiarism is copying and using other people's words without proper acknowledgment or citation as it is indicated in the CUNY Policy on Academic Integrity. All writing submitted for this course is understood to be your original work. Plagiarism is unacceptable and has serious consequences that can include a failing grade. In cases where I detect academic dishonesty (the fraudulent submission of another's work, in whole or part, as your own), you may be subject to a failing grade for the project or the course, and, in the worst case, to academic probation or expulsion. You are expected to read, understand, and adhere to CCNY's Policy on Academic Integrity, which is available here:

<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

#### **Defining Plagiarism: What Counts as Plagiarism?**

Plagiarism can be **intentional** or **unintentional**. It often occurs because the process of citation can be confusing, technology makes copy + paste so easy, and knowing exactly what to cite is not always easy! You can avoid unintentional plagiarism by learning how to cite material and keeping track of sources in your notes. Give yourself plenty of time to process sources so you don't plagiarize by mistake. Here are some examples of plagiarism:

- Submitting a paper written by someone else.
- Using words and phrases from the source text and patching them together in new sentences.
- Failing to acknowledge the sources of words or information.
- Not providing quotation marks around a direct quotation. This leads to the false assumption that the words are your own.
- Borrowing the idea or opinion of someone else without giving the person credit
- Restating or paraphrasing a passage without citing the original author

- Borrowing facts or statistics that are not common knowledge without proper acknowledgement

We will use a few different technologies for this course:

### **Resources**

Everyone here at City College is committed to making your academic experience an enriching one, and should you find yourself in need of help, please make use of these resources.

### **The Writing Center**

<http://www.ccny.cuny.edu/writing/>

The CCNY Writing Center offers a supportive learning environment where students can have one-on-one tutoring sessions with writing consultants. It is a great resource for you to obtain extra help as you write and revise your papers. They DO NOT proofread your papers, but offer assistance on improving certain aspects of them. They also offer ESL tutoring. To set up an appointment or semester-long sessions, contact them in person at the Writing Center, which is located in the NAC, 3<sup>rd</sup> floor plaza or call (212) 650-8104.

### **Gateway Advising Center, NAC 1/220**

<http://www.ccny.cuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

### **AccessAbility Center Tutoring Services, NAC 1/218**

<http://www.ccny.cuny.edu/accessability/>

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities. They also offer ESL tutoring. To set up an appointment or semester-long sessions, visit the website or call them at (212) 650-8104.

### **SEEK Peer Academic Learning Center, NAC 4/224**

Phone: 212-650-5786; email: [seekpals@ccny.cuny.edu](mailto:seekpals@ccny.cuny.edu)

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

### **Citation Resources**

There are many resources that can make the formatting and citation process easier. Some common style guides include the following:

- [The Purdue Online Writing Lab](#): this is a popular resource that concisely explains how to properly format and cite in various academic styles.
- [EasyBib](#): in addition to having a style guide, this website allows you to paste in information from your research and will create and save citations for you.

Reference management websites and applications can also assist you in tracking and recording your research. Most of these websites will even create the works cited page for you! Some of the most popular citation tools include the following:

- [Zotero](#)
- [RefME](#)
- [BibMe](#)

### **Essay Assignments**

- ❖ You must complete all reading assignments by the class due date.

### **Site where you will eventually create your websites:**

<https://commons.gc.cuny.edu/>

**Helpful sites:** I will provide links in the class website to pages from some of these sources below. However, you may want to look directly at these sources and read various chapters.

[https://www.wwnorton.com/college/english/write/fieldguide/writing\\_guides.asp](https://www.wwnorton.com/college/english/write/fieldguide/writing_guides.asp)

<https://openoregon.pressbooks.pub/wrd/>

<https://writingcenter.tamu.edu/Students/Writing-Speaking-Guides>

<https://www.thesaurus.com/>

### **Letter Grades & Corresponding Points**

A+	=	100-97 points
A	=	96.9-93
A-	=	92.9-90
B+	=	89.9-87
B	=	86.9-83
B-	=	82.9-80
C+	=	79.9-77
C	=	76.9-73
C-	=	72.9-70
D+	=	69.9-67
D	=	66.9-63
D-	=	62.9-60
F	=	Below 60

### **Keep in mind the following in your writing assignments:**

**1. Focus:** How well do you narrow and articulate your topic?

**2. Purpose:** How well do you communicate your aim (directly or indirectly) to your readers?

**3. Development:** How fully do you explain, elaborate on, and illustrate topics and subtopics? Are there sufficient quotes, examples, anecdotes, and/or research results provided as evidence for all topics and claims?

**4. Structuring:** Is there an identifiable overall skeletal structure of topics and subtopics that makes sense to you and to your readers? Are paragraphs topic-focused and are ideas within paragraphs arranged so that your reasoning is meaningful for readers?

**5. Argument:** When you are writing arguments, do you clearly state your informed opinion (thesis) and then provide a sequence of claims that are supported by appropriate and convincing evidence?

**6. Use of Images and Video:** If you insert images or videos into your text, do you do so effectively and appropriately?

**7. Use and Documentation of Sources:** Do you use quotes, paraphrases and summaries effectively? Do you acknowledge other authors' written work or ideas MLA/APA citation conventions?

**8. Use of Written Language:** Does your written language communicate meaning clearly and persuasively? Is your language use appropriate for a college writing context?

- ✓ Each assignment (except for the Introductory Letter) will be accompanied by a self-reflection. See below for more information.

### **Assessment Criteria Grading Breakdown:**

Introductory Letter (5%)

Literacy Narrative (15%)

Expository Essay (20%)

Researched Argumentative Essay (20%)

Digital Portfolio (15%) plus Theory of Writing (10%)

Blackboard assignments and peer review (15%)

### **Description of core assignments:**

- ❖ **Note:** Each core assignment will be accompanied by a one to two-page reflection describing its *genre* (what are its characteristic features), *exigence* (what need motivated the writer), *purpose* (what did the writer hope to accomplish), *audience* (who is the potential audience for the essay), *context* (what is the writer’s rhetorical situation? what is the relationship between the writer, her audience, and the medium?). You should also describe how each assignment has helped you to achieve the Course Learning Outcomes—which applied to this particular assignment and which did not. These short reflections will prepare you to write the final Self-Reflection. Grade weights for essay Reflections/Self-Assessments factor into your overall grade for that assignment.

## Letter of Introduction

Write a professional letter to me about your life, your experiences, your achievements, your talents. What is your major in college and how does your major connect to your professional goal(s)?

Where are you from? How do you want me to see you? Write about your challenges as well as your successes. How do you imagine your future place in the world of engineering? What are some of the engineering challenges you would like to be involved with?

Also include an experience that was meaningful for you, whether that had to do with something personal, social or subject matter.

### **Format:**

Put the sender’s and receiver’s addresses on the top. Put the date. This is a formal letter, addressed to me (use the school address), and signed at the end by you. Write a letter that starts “Dear Ms. Davidow.” Use topic-focused paragraphs just as if you were writing an essay. That is, you should write about only one topic per paragraph.

Type in 12- point New Times Roman font, normal margins and double spaced.

Minimum 500 words

Grading Rubric:

- Have you structured your letter with the correct heading, spacing, and fonts? (20 pts.)
- Have you written paragraphs with a topic sentence and connected ideas? (20 pts.)
- Have you provided specific details? (20 pts.)
- Have you written about a meaningful experience? (25 pts.)
- Have you edited your letter, eliminated typos, and removed grammatical errors? (15 pts.)

## Essay 1: Literacy Narrative



A literacy narrative reflects on **a single event** that took place during a relatively brief period of time:

\*any early memory about writing or reading that you recall vividly

\*someone who taught you to read or write

\*a book or other text that has been significant for you in some way

\*an event at school that was related to reading or writing that you found interesting, humorous, or embarrassing

\*a writing or reading task that you found especially challenging

\*a memento that represents an important moment in our literacy development

\*the origins of your current attitudes about writing or reading

***Make a list of possible topics, and then choose one that you think will be interesting to you and to others.***

Keep in mind the rhetorical situation:

Purpose: Why do you want to tell this story?

Audience: Do your readers share similar experiences? How much do you want to share?

Stance: What attitude do you want to project? Affectionate? Neutral? Critical?

Media/Design: Do you want to include images? Do you want to use a particular font? What about headings?

Come up with a good title.

500-750 words (2-3 pages) plus 250-500-word reflection on your writing process

**\*Self- and Peer-Assessment criteria:**

- Have you introduced the topic you will be discussing within your first paragraph? 15%

- Have you explored the **meaning** the event or place has for you in a way that will interest others by making connections between your personal experience and more general experiences that your readers might share? 15%
- Is there a satisfying resolution to your story? 15%
- Have you written using your senses: how the experience felt, how it sounded, how it looked, character descriptions, etc. 15%
- Is there a recognizable **structure**? Are the various ideas in your essay brought together, or does the essay seem disjointed? 10%
- Have you provided **specific details** that help the reader understand your subject? Have you described people and events with adequate detail? 10%
- Did you **design** your essay appropriately? Are there adequate visual elements? Have you considered the appropriateness of a Web text (for an essay that includes videos, for example)? 5%
- Did you **edit** your essay, eliminate typos, and remove grammatical errors? 10%
- Did you include a self-reflection? 5%

## **Essay 2: Expository Essay (to explain or describe)**

In this essay, you'll turn toward external sources to help you extend your thinking about a subject of your choice. Consider a topic that you've either read or heard about recently that has interested you. Contemplate the importance and relevance of this topic to you personally, your family, or your community. (If you are having a difficult time finding a topic, begin by thinking about any hobbies you have, subjects you find fascinating, or something you may have studied in one of your other classes.)

**Remember: You are going to write about something that you feel is particularly meaningful for you.**

Although the research you do in this essay will have an impact on your opinion, your goal will not be to persuade your reader of a particular point—you'll do that in the next essay. Here, your goal is to gather information on a particular aspect of your topic so that you have a more informed opinion. Find a subject that has personal interest and find and evaluate some external sources. You will extend the theme of this essay in your next essay, a researched critical analysis.

For this essay, I want you to find at least **three sources** from magazines or newspapers on your subject. I want you to find them in CCNY's virtual library. I'll be able to tell, of course, because a correctly cited item will tell me the name of the database. I want you to use the database because the material you find in it has already been evaluated by experts, which isn't usually the case on the open Web. You'll also use the virtual library throughout your college career, so you should get an early start.

4-5 pages; 1000-1250 words plus reflection 250-500 words

### **Self- and Peer-Assessment**

Use the following criteria for assessing your and your classmates' essays. I'll be using the same rubric when I grade the essays.

- Do you have a **tightly focused topic**? Have you kept your opinions out of the essay? 20%
- Did you **cite** at least three magazine or newspaper articles on your subject? 20%
- What **strategies** did you use to **organize** your essay? Comparison? Cause and Effect? Classification? 20%
- Did you **define** key terms or concepts? 10%
- Did you **design** your essay appropriately? Are there adequate visual elements (colors, fonts, subheads)? Have you considered the appropriateness of a Web text (for an essay that includes videos, for example)? 5%
- Have you used correct MLA citations both in text in the works cited page)? 10%
- Did you **edit** your essay, eliminate typos, and remove grammatical errors? 10%
- Did you include a self-reflection? (5%)

### **Essay 3: Researched Critical Analysis Essay-Arguing a Position**

In this essay, you'll extend the theme of Essay 2: Reporting Information, and you will use it to **argue a position**. Here, your purpose will be to try to persuade your reader to think or act differently as a result of your argument. (You may also choose to use a different topic, but you will then have to do new research.)

For this essay, you can rely on and even re-use the research that you did for Essay 2: Reporting Information. You'll also want to extend your research to include **at least three, peer-reviewed articles** from professional journals. As these will likely be difficult to read, you should try to find articles of fewer than ten pages. Remember, too, that you're being asked to consider opposing points of view, so keep in mind that you'll need to find at least one article (either peer-reviewed or from a magazine or newspaper) that represents an opposite viewpoint.

5-6 pages; 1750-2000 words plus reflection 250-500 words

### **Self- and Peer-Assessment**

Use the following criteria for assessing your and your classmates' essays. I'll be using the same rubric when I grade the essays.

- Do you have a **clear and arguable position**? 15%
- Have you **included background information** to provide a context for your argument? 15%

- Have you provided **good reasons** in support your argument and evidence in support of your reasons? 15%
- Have you **demonstrated**, through your inclusion of facts and your tone, that you are a **reliable source**? 10%
- Have you **considered others' positions**, and responded to them reasonably? 10%
- Did you **design** your essay appropriately? Are there adequate visual elements (fonts, colors, subheads, graphs)? Have you considered the appropriateness of a Web text (for an essay that includes videos, for example)? 5%
- Have you used correct MLA citations both in text in the works cited page)? 15%
- Did you **edit** your essay, eliminate typos, and remove grammatical errors? 10%
- Did you include a self-reflection? 5%

#### **Essay 4: Theory of Writing Essay (and Portfolio)**

750-1000 words (3-4-pages)

*Theory: a belief, policy, or procedure proposed or followed as the basis of action*

- *her method is based on the theory that all children want to learn*

**You will create a digital portfolio on CUNY Academic Commons, which will house all of your assignments this semester. The home page will be an essay called Theory of Writing.**

Throughout the semester you have been **developing your theory of writing/writing process** and what your theory of writing means in terms of **its relationship to your writing**—i.e., you have been exploring whether you enact your theory of writing in your own composition. As a result of this, you have had the opportunity to create a knowledge base of writing and its practices. In this final reflection, you will be returning to your theory to discuss several questions, including (but not limited to):

- Define your theory of writing.
- What was your theory of writing coming into this class? How has your theory of writing evolved with each piece of composing?
- What has contributed to your theory of writing most?
- What is the relationship between your theory of writing and how you create(d) knowledge?
- How might your theory of writing be applied to other writing situations both inside and outside the classroom?

For each of these questions, you will need to **support your ideas with your previous writing** in this course and, **through these examples, interpret what you have learned.** You will create a compelling argument for whatever you decide to write for this, supported by evidence and analysis of the work completed in class this semester.

This is an opportunity for you to demonstrate your increased knowledge in writing—the practices of writing, the key terms, and any specific skills you’ve acquired. **Think of this piece as another move in the evolution of your theory of writing**, and as a chance for you to fully explore yourself as a writer and maker of knowledge.

This assignment gives you a chance to reflect on what you know about writing, and how what you know shapes your decisions about how you write. Reflection gives you a better understanding of what you know about your subject. This semester we have used reflection in this way on several occasions. For this final assignment, you’ll use reflection to develop a theory of writing. **Your theory of writing will serve as the introduction to your portfolio—it should be on the introductory page to your portfolio website.** The digital portfolio should contain, at a minimum, all of the major writing assignments from this semester—the Art Literacy Narrative, the Analytical Essay, the Composition in Two Genres, and the Theory of Writing—plus anything else (reflections, work from other classes or your non-academic life, or something else) that will support the claims you make in your theory of writing.

Through your application of key rhetorical terms—**rhetorical situation, audience, author, tone, purpose, genre, medium, stance, and language**—you have been developing your *theory* of writing and exploring how it informs your *practice* of writing. We have also engaged in several writing strategies—**brainstorming, peer review, and revision**. As a result of your work with these rhetorical concepts and writing strategies, you have had the opportunity to create a knowledge base of writing and its practices.

You will also refer to the Course Learning Outcomes:

- Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.
- Develop strategies for reading, drafting, collaborating, revising, and editing.
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
- Engage in the collaborative and social aspects of writing processes.
- Understand and use print and digital technologies to address a range of audiences.
- Locate research sources (including academic journal articles, magazine and newspaper articles) in the library’s databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
- Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.
- Practice systematic application of citation conventions.

### **Theory of Writing Grading Rubric:**

- Have you defined your theory of writing? 15%
- Have you compared your theory of writing now with one that you had at the beginning of the course? How has it changed or evolved? 15%
- What has most contributed to the change? 15%
- How has your theory of writing influenced how you’ve worked and learned this semester? 15%

- How will your theory influence your other writing in the future? 10%
- Have you referred to all of your uploaded assignments? 10%
- Have you referred to applicable Course Learning Outcomes? Those you reached and those you did not? 10%
- Did you **edit** your essay, eliminate typos, and remove grammatical errors? 10%

**Portfolio Grading Rubric:**

- Have you made your Theory of Writing your home page? 10%
- Have you uploaded all of your major assignments (and others that are applicable)? 15%
- Have you referred to all of your assignments in your Theory of Writing essay? 15%
- Have you referred to the Course Learning Outcomes in your Theory of Writing Essay? 15%
- Have you made your site easy to navigate and read? 15%
- Have you incorporated multimedia? 15%
- Have you revised your essays and eliminated typos and grammatical errors? 15%

Fall 2020  
 Tentative Schedule  
 Monday and Wednesday 12:30-1:45  
 English 11000\*EC  
 25058

Date	In-Class	Homework
Week 1		
Wednesday 8/26	<b>Zoom:</b> Introductions Review Zoom, Blackboard, website, major assignments, groups.	<b>For Monday 8/31:</b> <b>Blackboard Discussion Board</b> Post your photo and introduction  Change your email to City mail accounts if you have not yet done so.  Watch video: <u><a href="#">Introduction to Rhetorical            Situation.</a></u>
<b>Week 2</b>		
Monday 8/31	<b>Zoom:</b>  Review technology  Mini lecture: What is a rhetorical situation?  Group work: Rhetorical situation	<b>For Wednesday 9/2:</b>  Read "I Have a Dream" Watch "I Have a Dream" Answer questions and bring to class on Monday.
<b>Week 3</b>		
Monday 9/7	<b>College Closed</b>	
Wednesday 9/9	<b>Zoom:</b>  Mini lecture: What is a narrative? What is a literacy narrative?	<b>For Monday 9/14:</b>  Watch video on Literacy Narrative  Read "Narrative Essay"

	<p>Groups:” The Joy of Reading and Writing.”</p> <p>Whole group discussion.</p>	<p>Read “Literacy Narrative Explained”</p> <p>Make a list of some ‘literary moments’ in your life. Bring to class.</p>
<b>Week 4</b>		
Monday 9/14	<p><b>Zoom:</b></p> <p>Quick write and share.</p> <p>Mini lecture: How to structure your narrative.</p> <p>Group work: tell each other one literacy moment in your life.</p> <p><u>Assign Literacy Narrative</u></p>	<p><b>For Wednesday 9/16:</b></p> <p>Read “The Crummy First Draft”</p> <p>Read: Strategies for Getting Started</p> <p>Use one of the strategies to do ‘pre-writing’ on your Literacy Narrative.</p>
Wednesday 9/16	<p><b>Zoom:</b></p> <p>Writing Processes Group discussion</p> <p>Introduce Theory of Writing and Portfolio assignment</p> <p>Group work: “Crummy First Draft.”</p>	<p><b>For Monday 9/21:</b></p> <p>Read: “What Wounds Deserve a Purple Heart?”</p> <p>Read: “Course Requirement Extortion”</p>
<b>Week 5</b>		
Monday 9/21	<p><b>Zoom:</b></p> <p>Reading academically</p> <p>Annotating</p> <p>Group work</p>	<p><b>For Wednesday 9/23</b></p> <p>Read: “Mother Tongue”</p>
Wednesday 9/23	<p><b>Zoom:</b></p> <p>Mini-lecture on Amy Tan. Guided discussion</p> <p>Group Work on “Two Englishes.”</p>	



<b>Week 6</b>		
Monday 9/28	<b>College closed</b>	
Tuesday 9/29	<p><b>Classes follow a Monday schedule.</b></p> <p><b>Zoom:</b> Mini lecture: Course Learning Outcomes Writing reflections</p> <p>Group work</p>	
Wednesday 9/30	<b>Zoom: Library Talk</b>	<p><b>For Monday:</b></p> <p>Read: What is Academic Writing? Watch Academic Writing video</p> <p><b>Blackboard Groups:</b> <b>Post your Literacy Narrative in your group discussion board by 11:59 tonight.</b></p> <p><b>Complete your review and upload your worksheet in your discussion group by Friday, 10/2 at 11:59 PM</b></p> <p><b>Submit your Literacy Essay to the Blackboard Assignment link by Sunday 10/4 at 11:59 PM</b></p>
<b>Week 7</b>		
Monday 10/5	<p><b>Zoom:</b></p> <p>Review library talk</p> <p>Introduce citations MLA</p> <p>Review academic writing</p>	<p><b>For Wednesday 10/7:</b></p> <p>Read: "Expository Writing"</p>

	Quoting, paraphrasing, summarizing Groups: Quoting	
Wednesday 10/7	<b>Zoom:</b> Introduce Expository Essay Introductions-Conclusions Group work <u>Assign Expository Essay</u>	<b>For Wednesday 10/14:</b> <b>Each group</b> reads its assigned type of expository essay Take notes and be prepared to discuss based on questionnaire
<b>Week 8</b>		
Monday 10/12	<b>College Closed</b>	
Wednesday 10/14	<b>Zoom:</b> <b>Groups:</b> Meet with your group and prepare presentation on your assigned essay type. Each group presents	<b>Blackboard Discussion Board:</b> Choose a topic for the Expository Essay and do research in the library databases or on the web.  Blackboard Discussion Board: Post your topic and list at least two sources. Write a brief description about each source. Use MLA format to write your sources.  <b>Post by Sunday 10/18 at 11:59 PM.</b>
<b>Week 9</b>		
Monday 10/19	<b>Zoom:</b> Mini lecture thesis statements Watch thesis video Groups	
Wednesday 10/21	<b>Zoom:</b> Mini lecture on paraphrasing and summarizing Group work	<b>Blackboard assignment link</b>  <b>Post 2<sup>nd</sup> draft of Literacy Narrative in the assignment link in Blackboard by Sunday 10/25 at 11:59 PM.</b>

<b>Week 10</b>		
Wednesday 10/26	<b>Zoom:</b>  Mid-term conferences	<b>Blackboard Groups:</b> Post your Expository Essay in your group discussion board by 11:59 tonight.  Complete your review and upload your worksheet in your discussion group by Friday, 10/28 at 11:59 PM  Submit your Expository Essay to the Blackboard Assignment link by Sunday 10/27 at 11:59 PM
<b>Week 11</b>		
Monday 10/28	<b>Zoom:</b>  Mid-term conferences	
Wednesday 10/30	<b>Zoom:</b>  Introduce Argumentative Essay  Group work Transitions-paragraphs	<b>For Monday 11/2:</b>  Read about argumentative essay Read argumentative essay example
<b>Week 12</b>		
Monday 11/2	<b>Zoom:</b>  Review argumentative essays  Groups: analyze argumentative essay  <u>Assign Argumentative Essay</u>	
Wednesday	<b>Zoom:</b>	<b>Blackboard assignment link</b>

11/4	<p>Mini lecture on paraphrasing</p> <p>Group work</p>	<p><b>Post 2<sup>nd</sup> draft of Expository Essay in assignment link in Blackboard by Sunday 11/8.</b></p> <p>Think about your argument</p> <p>Research further sources for your argumentative essay</p> <p>Read about differences between thesis statements for Expository vs Argumentative Essay</p>
<b>Week 11</b>		
Monday 11/9	<p><b>Zoom:</b></p> <p>Review argumentative essay structure</p> <p>Thesis statements for argumentative essays</p> <p>Group work</p>	
Wednesday 11/11	<p><b>Zoom:</b></p> <p>Mini lecture on compare and contrast</p> <p>Group work</p>	<p><b>Blackboard Discussion Board</b></p> <p>Post two more sources for your argumentative essay and annotate them Post by Sunday, 11/15 @11.59 PM. Post databases where you retrieved them.</p>
<b>Week 12</b>		
Monday 11/16	<p><b>Zoom:</b></p> <p>Mini lecture rhetorical moves</p> <p>Group work</p>	
Wednesday 11/18	<p><b>Zoom:</b></p> <p>Mini lecture portfolios</p>	<p><b>Blackboard Discussion Board</b></p> <p>Post your thesis statement and first</p>

	Using design features Analyzing websites	paragraph for your argumentative essay in the Discussion Board by Sunday 11/22 at 11:59 PM.
<b>Week 13</b>		
Monday 11/23	<b>Zoom:</b>  Introductions and Conclusions	
Wednesday 11/25	<b>Zoom:</b>  Mini lecture on Theory of Writing Essay  Group work	<b>Blackboard Discussion Board</b>  View Portfolio video  Create a website in CUNY Academic Commons.  <b>Post to Discussion Board link by Sunday 11/29 at 11:59 PM.</b>
<b>Week 14</b>		
Monday 11/30	<b>Zoom:</b>  Mini lecture on meaningful writing. Life line exercise.	
Wednesday 12/2	<b>Zoom:</b>  Mini lecture on Power Point Presentations  Presentations assignment  Group work	<b>Blackboard Groups:</b>  <b>Post your Argumentative Essay in your group discussion board by 11:59 tonight.</b>  <b>Complete your review and upload your worksheet in your discussion group by Friday, 11/27 at 11:59 PM</b>  <b>Submit your Argumentative Essay to the Blackboard Assignment link by Sunday 10/4 at 11:59 PM</b>

		<b>Post Argumentative Essay in assignment link in Blackboard by Sunday at 11:59 PM</b>
<b>Week 15</b>		
Monday 12/7	<b>Zoom: Conferences</b>	
Wednesday 12/9	<b>Zoom: Conferences</b>	
<b>Week 16</b>		
Monday 12/7	<b>Zoom: Presentations</b>	
Wednesday 12/9	<b>Zoom: Course review Presentations</b>	<b>Blackboard assignment link</b> <b>Post second draft of argumentative essay by not later than Sunday 12/14 at 11:59 PM.</b>